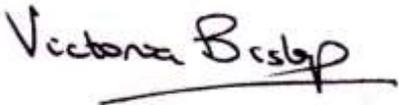




Title	Teaching & Learning Policy
Reviewed	September 2017
Next Review	September 2018
Associated Policies	
Originator	N Salisbury
Approved	

Teaching and Learning Policy	3
1. Responsibilities	3
2. Expectations of the Associate Principal/Vice Principal for Teaching & Learning and the Senior Leadership Team.....	3
3. Expectations of the Directors	4
4. Expectations of the Curriculum Leaders.....	4
5. Expectations of the Classroom Teacher.....	5
6. Expectations of the Students.....	5
7. Learning.....	5
8. Teaching.....	6
9. Home Learning	6
Key Stage 3.....	6
10. Teaching and learning styles and strategies.....	7
11. Planning.....	7
12. Start of the Lesson	8
13. Starter	8
14. Main Body.....	9
15. Plenary.....	9
16. Marking and Recording Work.....	10
17. Classroom Observation, Learning Walks and Whole School Self Evaluation	10
18. Assessed Lesson Observations:	10
19. Learning Walks:	11
20. Developmental lesson Observations	11
21. Watch Others *Wow Weeks*	11
Appendix 1	12
Appendix 2 Class Profile	13
Appendix 3.....	14
Lesson Observation Pro Forma - Assessed.....	14
Appendix 4 Enhanced Personal Teaching Action Plan.....	15
Appendix 5 Learning Walk 2017-18	16
Appendix 6 Lesson Pop In – Detailed Evidence	17
Appendix 7.....	18

Teaching and Learning Policy

Sir Christopher Hatton Academy is truly comprehensive with students from a rich diversity of backgrounds. Our mission is simply to aim for excellence in all that we do. We understand that the quality and range of teaching and learning that a pupil experiences has an effect on the emotional well-being of pupils. It is an important factor in the development of the pupils' social and emotional skills. Therefore, we are committed to creating and sustaining an excellent learning culture for our entire learning community. A structure of research, action and review exists throughout the school in order that we consistently work towards excellence in Teaching and Learning. We have high expectations in both teaching and learning to give all pupils the opportunity to fulfil their full potential.

The purpose of this policy is to promote high levels of achievement by ensuring that effective learning takes place in the classroom.

1. Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching at all times for our pupils.

It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their department and to offer support if it is needed.

The Associate Principal/Vice Principal for Teaching & Learning and Senior Leadership Team (SLT) are responsible for monitoring the quality of teaching and learning across the Academy and to identify where development is needed.

Directors have a statutory duty to monitor that the processes are in place and that the Academy is addressing pupils' needs. Directors are encouraged to view the lesson observation process by arrangement with a member of SLT and the agreement of the staff member being observed.

2. Expectations of the Associate Principal/Vice Principal for Teaching & Learning and the Senior Leadership Team

The Associate Principal/Vice Principal for Teaching & Learning will work with the SLT to secure and sustain effective teaching and learning throughout the school, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through benchmarking and target setting. The Associate Principal/Vice Principal for Teaching & Learning and SLT will provide suitable resources within training and environment to maximise the effectiveness of learning and teaching in order to optimise student potential and grades.

The Associate Principal/Vice Principal for Teaching & Learning will work with the SLT to:

- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.
- Determine, organise and implement a full, broad and balanced curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement and enrichment.
- Provide effective and appropriate support to all pupils.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the Academy community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement, personal development and well-being.
- Where appropriate also be classroom teachers, and as such will adhere to the expectations of the classroom teacher.
- Aim to provide regular and sincere celebration of pupil achievement – sporting, cultural and academic.

3. Expectations of the Directors

- Monitor the quality of effective teaching and learning throughout the Academy. This will be undertaken by the CEO reporting to the Board.

4. Expectations of the Curriculum Leaders

- To be accountable for the standards of learning and teaching within the department.
- To lead the department by example and set high standards that can be sustained.
- To communicate the learning and teaching aims of the department.
- To disseminate information to staff efficiently, effectively and promptly.
- To create an atmosphere that has a focus on learning and teaching within the department.
- To ensure that the learning environment within the department is pleasant, welcoming and supports learning.
- To manage the budget and resources to ensure:
- To support the Continuing Professional Development within the department
- To set priorities and targets for the Department within the context of the Academy improvement plan and take an overview of the subject in the context of the Schemes of Work.
- To measure and monitor the performance of staff and students to ensure consistency and the sharing of good practice.
- To delegate tasks responsibly and fairly.
- To ensure that cover work is properly set, organised and appropriate to the class.

5. Expectations of the Classroom Teacher

Mutual respect between teacher and pupils underpins effective teaching. Classroom teachers are therefore expected to:

- Be consistent, fair and to create an atmosphere of trust with the students who they teach.
- Support students in their learning and to help them become confident independent learners.
- Follow the Schemes of Work and timelines set by the department.
- Mark pupil work in accordance with the Whole School Marking Policy.
- Set home learning that challenges and extends pupils.
- Create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their abilities.
- Support their colleagues and subject leaders in order to achieve the learning objectives for the department.
- Be a role model for their students and other teachers.
- Differentiate appropriately for the pupils in their classes.

6. Expectations of the Students

- Attend school regularly and punctually.
- Bring necessary equipment, including Student Planners/Sixth Form Diaries, pencil cases, reading books, exercise books and materials to all lessons.
- Sit according to the seating plan, if appropriate.
- Work sensibly and to the best of their ability.
- Aim to achieve goals and meet targets and respect the right of others to do the same.
- To take responsibility for their own learning.
- To meet deadlines – completing home learning and coursework on time.
- Record all home learning set in Student Planners/Sixth Form Diaries.
- Ask for help when needed.
- To co-operate with all staff; teaching and non-teaching.
- To be polite, pleasant and tolerant.
- To avoid anti-social behaviour such as bullying, vandalism, damaging the property of others and excessive noise.
- To work effectively in groups therefore developing the skills of negotiation and co-operation.
- To look after their own property and respect the property of others.

7. Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently and without close supervision
- How to work collaboratively

- The skills they need to develop, including enquiry, research, analysis, reflection

8. Teaching

Good teaching needs:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homelearning
- Monitored progress
- A stimulating environment
- Regular evaluation and review

9. Home Learning

We set home learning:

- To encourage learning beyond the Academy day as an essential part of good education
- To support, extend, consolidate and widen a students' knowledge and skills
- To promote and offer opportunities for developing skills such as creativity, problem solving, RWCM, decision making, revision, self-discipline and independence
- To promote a positive ethos and culture in which learning and achievement can flourish, excel and be rewarded
- A clearly implemented home learning policy is part of the process in raising standards.

KS4 – Year 9, 10, 11

Students will be set 30 - 60 minutes per week for each full GCSE equivalent. Core subjects will set at least 60 minutes of home learning per week.

KS5 – Year 12 and 13

AS courses – 3 hours per week per subject

A2 courses – 5 hours per week per subject

Key Stage 3

Home Learning can be set in a variety of ways: one home learning task per week, a task chosen from a menu-style format or an extended project set over several weeks, but no longer than half a term. KS3 students should be spending at least 30-40 minutes per week per subject on Home Learning.

Arrangements for Monitoring, Evaluation and Review:

- All home learning activities are to be recorded by staff on the academies VLE (FROG)
 - SLT will monitor the setting of home learning through timetabled regular work scrutiny. This will be completed using a standard Academy format. The results of the scrutiny will be reported to Curriculum Leaders to be shared with their departments.
 - Curriculum Leaders will check student planners, frog and staff tracking sheets to ensure home learning is being set and recorded appropriately.
 - Curriculum Leaders will link home learning to staff PM targets in accordance with the Academy guidelines.

The Academy operates a Home Learning Club in the library after school from 3:00pm – 4:00pm every day for students to access adult support and use the school's resources. There is also provision for students to remain on site until 5:25pm by arrangement with their teacher for them to use the school's resources and ICT facilities to support their learning. A computer room is also open daily at break and lunchtime for which students can book a computer in order to complete their home learning electronically.

10. Teaching and learning styles and strategies

Children learn by absorbing the information and processing it through physiological and psychological action. They learn by smelling, sensing, hearing and doing. The brain absorbs and processes information so efficiently, it is important to provide children with as many experiences as possible to help them learn. They often enter the classroom with prior knowledge that both they and the teacher can use to their benefit.

The range of teaching and learning styles used to cater for the needs of all the students at Sir Christopher Hatton Academy is extensive. These include:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Simulations
- Revision
- Mind Mapping
- Art work
- Written work
- Self-assessment
- Feedback through marking
- Puzzles and games
- Peer buddy/coach/mentor

11. Planning

All lessons must be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department.

- Schemes of Work should plan for the development of pupils' skills, social skills, knowledge and capabilities.
- Teachers are not required to produce a lesson plan for all their lessons but should be able to evidence their planning if asked.
- The school Lesson Planning Pro Forma must be used to plan observed lessons (see Appendix 1).
- Most lessons will take the form of a four-part learning lesson with a focus on assessing pupil progress. Teachers have the ability to judge the appropriateness of this structure for their lesson and alter it if they deem necessary.
- A Class Profile will be produced for each class detailing the needs of all students and ideas for how the teacher will differentiate for the students (see Appendix 2).

- The teacher will have clearly identified disadvantage pupils and provide activities to ensure they make progress in line with their potential.
- The teacher will have clearly identified pupils needing extra support for special needs or for intervention and have planned appropriate activities to meet their needs.
- The teacher will have clearly identified more able students and will have planned appropriate activities to challenge and extend them.
- Activities and tasks should be planned to reflect a well-balanced range of activities to include a range of teaching and learning styles.
- Opportunities should be given for pupils to work in pairs or small groups as well as individual and whole class work.
- A seating plan must be produced for each class which clearly identifies disadvantaged pupils, pupils with SEN, EAL pupils and More Able pupils. The seating plan should also indicate which pupils are working above, at or below target (see Appendix 3).
- A register must be taken for each lesson, including for sixth form lessons.
- Accurate records/marks must be kept in the teacher planner alongside student targets and any information concerning additional educational needs.
- The teacher will work in partnership with Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.

12. Start of the Lesson

- The teacher must be present at the beginning of the lesson to welcome the pupils into the room in an orderly and welcoming fashion.
- In some instances it will be appropriate to provide pupils with a “settling” activity to allow the teacher to set up, all the pupils to arrive and the focus and concentration to be established.

13. Starter

- A starter activity will take place in the first 5 – 10 minutes of the lesson.
- The starter should relate to the main body of the lesson
- Where possible the starter activity will involve a range of teaching and learning styles
- The lesson should be introduced clearly, sharing the **Learning Intentions, and Success Criteria** (Outcomes) with pupils.
- These will be written on the board at the start of the lesson and displayed throughout.
- Pupils should be encouraged to engage/interact with the intentions for the lesson.

Learning Intentions should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general. They should be phrased as part of a sentence beginning “We Are Learning To...” (WALT)

Success Criteria should be specific to the activity and help pupils to understand how to make progress on the task they will be doing. They should be differentiated using “All, Most, Some” or related to the relevant assessment grade based on the 9-1 “Hatton scale” to ensure progress for all. It may be appropriate for teachers to use “I Can” statements as Success Criteria to help pupils become more independent in their learning. Success criteria should always be phrased in simple, pupil friendly language.

14. Main Body

This part of the lesson should facilitate the new learning for pupils and provide opportunity for them to demonstrate their understanding. Regular assessment of the pupils' progress should be an integral part of the lesson. This may be through questioning, teacher, peer or self-assessment.

The task(s) to be undertaken should be explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Teaching Assistants

Tasks set will:

- Be linked directly to the Learning Intentions and Success Criteria
- Be matched to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupils' skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations

The teacher will:

- Give clear instructions
- Link work clearly to learning intentions and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress
- Ensure time is used appropriately to give good pace to the lesson

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

15. Plenary

A review of what pupils have learnt should occur at the end of every lesson by recapping the Learning Intentions and Success Criteria.

- The teacher will return to the success criteria and encourage all pupils to evaluate the progress they have made during the lesson.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement of success criteria should inform planning for the next lesson.

- Related homework may be set, and pupils may be told about work to be covered next lesson.

16. Marking and Recording Work

Marking must be informative and help the pupils to improve, in accordance with the Academy's Marking and Assessment Policy.

Identified pieces of work must be "Formally Marked Work" (FMW). When these are returned to the pupils "Directed Improvement and Reflection Time" (DIRT) must be identified in the lesson for the pupils to respond to the teacher's marking and feedback in order to improve and/or their work.

17. Classroom Observation, Learning Walks and Whole School Self Evaluation

Classroom Observation and Learning Walks are used to monitor and evaluate the effectiveness and quality of teaching and learning at Sir Christopher Hatton Academy. They also form an important part of the process of reviewing the performance of the Academy through self-evaluation. Lesson observations are also used as an important part of continuous professional development for teachers.

Formal classroom observation is used to support the appraisal process in the Academy.

The process of classroom observation contributes to:

- The continued success of the academy
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining staff development needs
- Identifying the future development needs of the academy.

Every teacher will be formally observed teaching and assessed a minimum of one lesson per academic year, according to the Lesson Observation Calendar published, as part of the Academy's Teacher Appraisal process.

Observations are carried out by a member of the Senior Leadership Team, Curriculum Leaders, Lead practitioners or by a Deputy Curriculum Leader. All observations are written up using the agreed whole school pro formas (see Appendix 3).

18. Assessed Lesson Observations:

Assessed lesson observations are conducted by members of SLT and middle leaders following a joint observation to ensure judgements made are accurate, consistent and fair. Teachers should be given 2 days' notice of the lesson that has been chosen for the observation.

Judgements are made based on Ofsted criteria. The lesson should be written up on the Lesson Observation Pro Forma (see Appendix 3). The verbal feedback should be given within 48 hours of the observation and written feedback within 5 working days. The pro formas are collated by the Vice Principal (Teaching) to monitor standards of teaching practice within the academy. If an inadequate lesson is seen the teacher will be observed again to establish if this is a recurring trend. This second observation will be conducted as a joint observation by a Vice Principal or Associate Principal and the original observer. If the inadequate lesson is perceived as a "one off" occurrence, no further action will be taken. If the inadequate lesson is perceived to be a recurring trend the teacher may be placed on an Enhanced Personal Teaching Action Plan to support their improvement as a teacher (see Appendix 4).

19. Learning Walks:

Learning Walks are conducted within subject areas by members of the SLT, Curriculum Leaders or other designated member of staff. Directors of Year will also conduct Learning Walks within Lifeskills lessons and during registration periods. Learning Walks monitor the day to day practice of staff in their lessons to ensure that the minimum expectations are being adhered to at all times to promote consistency and raise the standard of teaching and learning. They also allow good/best practice to be observed and noted. Findings are recorded on the Learning Walk pro forma (see Appendices 5 and 6) and shared and discussed at department/year team meetings.

Pop-ins can also be used to informally observe staff for short periods of a lesson. These may be used where concerns have been raised or to note an area of best practice (see Appendix 7).

20. Developmental lesson Observations

Each member of staff will have a minimum of two developmental lesson observations during the academic year. Observations will be undertaken by a team of Lead teachers within a faculty area.

- Observation focus will be agreed between the observer and member of staff being observed
- Staff will be expected to produce lesson plans for these observations
- Feedback will be recorded and actions to improve the quality of teaching and learning will be agreed.
- There is at least as much attention given to feed-forward as feedback
- The emphasis will be on developing staff rather than generating performance management data
- There is greater autonomy for staff to negotiate the observation focus
- There is a differentiated approach to observation that reflects on areas of strength and areas for development for individual staff
- Observations are seen as a method of inquiry that contributes to ongoing professional dialogue based on self-reflection, action research and feedback
- Depending on developmental need all staff will have a minimum of one follow up observation during the year
- Judgments from the observations will be sent to the teaching and learning lead to help evaluate the strengths and weaknesses across the academy and help inform CPD moving forward (judgments will not form part of performance management)

21. Watch Others *Wow Weeks*

To allow staff time to observe best practice across the academy and to provide explicit opportunities for staff to experiment with T&L. Teaching staff should devote one non-contact during each WOW week in which they observe the teaching of as many or as few colleagues as they can see in the time this can be individual or paired observations and may be directed as part of the classroom practice process. Staff should complete the 'WOW Week' pro forma (Appendix 8) after each classroom observation. During WOW weeks some lessons may be recorded by **designated staff members** at the discretion of the teacher being observed. The school may wish to use videos of best practice to develop whole school Teaching and Learning; however, permission will be sought from the observed teacher and their decision regarding the use of any recorded material is final. Teachers also have discretion not to allow staff to observe their lesson; for example, if students are completing a controlled assessment. Class teachers should use the designated hand signal to indicate this.

Appendix 1 Lesson Plan 2017-18

Teacher:	Subject:	Date:	Period:	Group:	No. in Class:
PRIOR LEARNING and Understanding relating to topic (including assessments)					
LEARNING INTENTIONS: (We Are Learning To)					
LITERACY FOCUS:					
SUCCESS CRITERIA/Evidence of Learning: <i>(Specific outcomes explaining how to reach different grades/levels linked to each task/activity)</i>					
Level/Grade/ All:					
Level/Grade/ Most:					
Level/Grade/ Some:					
SMSC Contributions:					
Homework:			Methods of Differentiation:		
Time	ACTIVATE <i>(Teacher Activity to enhance pupil learning)</i>	DEMONSTRATE <i>(Pupil Activity which demonstrates learning, develops understanding or applies knowledge)</i>	AFL/Reviews/Possible Interventions/Differentiation/ Challenge <i>(Evidence of pupil progress and strategies for interventions)</i>		
Settler:					
Starter:					
Mains:					
Plenary:					



Appendix 3

Lesson Observation Pro Forma - Assessed

Name of Teacher: _____

Name of Observer:		Date:	Subject:	Teaching Group:	No. in Class:																				
Context of Lesson:																									
Evaluation: Teacher activity			Impact on pupil progress:																						
Evidence of teaching of Literacy and Numeracy			Evidence of SMSC																						
Student Engagement & Behaviour for Learning WWW? EBI?		Differentiation & Interventions WWW? EBI?		Independent & Home Learning WWW? EBI?																					
Quality of Students' Work WWW? EBI?		Feedback (Written & Oral) & DIRT WWW? EBI?		Progress Over Time WWW? EBI?																					
Lesson Judgements:																									
		<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Pupil Progress Over Time</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pupil Behaviour and Attitudes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teaching (Classroom Practice)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					1	2	3	4	Pupil Progress Over Time					Pupil Behaviour and Attitudes					Teaching (Classroom Practice)				
	1	2	3	4																					
Pupil Progress Over Time																									
Pupil Behaviour and Attitudes																									
Teaching (Classroom Practice)																									
Agreed targets for development																									
Teacher Comment and Self Evaluation/Reflection																									



Appendix 4 Enhanced Personal Teaching Action Plan

Enhanced Personal Teaching Development Plan

Name of Teacher: _____

Name of Mentor: _____

Objectives	Actions (including any agreed peer observations)	Success Criteria	Evidence	Implementation Date	Review w/b

Signed Teacher: _____ 1st Meeting Date: _____ Review Date: _____

Signed Mentor: _____ 1st Meeting Date: _____ Review Date: _____



Appendix 6 Lesson Pop In – Detailed Evidence

Name of Teacher:	Name of Observer:
Class:	Date:
Subject:	Period:

Criteria	Yes / No	Comments
Lesson Plan Available?		
Class Profile Available?		
Seating plan in place?		
WALT displayed?		
Books marked within last 2 weeks?		
Pupils know levels and targets?		
Evidence of progress being made?		

Behaviour for Learning Grade (OFSTED Criteria)	1	2	3	4
Overall judgement of the lesson (OFSTED Criteria)	1	2	3	4



Appendix 7 WOW Week Review

Name: _____

Date & Period:	
Teacher Visited:	Subject:
What effective strategies did you observe that ensured students made progress?	Why were these strategies effective and how could you incorporate these strategies into your own teaching?
Teacher Visited:	Subject:
What effective strategies did you observe that ensured students made progress?	Why were these strategies effective and how could you incorporate these strategies into your own teaching?
Teacher Visited:	Subject:
What effective strategies did you observe that ensured students made progress?	Why were these strategies effective and how could you incorporate these strategies into your own teaching?